

STATES THAT HAVE IMPLEMENTED EVALUATIONS AS PART OF THEIR LICENSURE SYSTEM

This summarizes how different states have used evaluations in their licensure system. It includes evaluations both by local administrators as well as by others. It includes evaluations ranging from verifying satisfactory teaching experience to a formal evaluation. Induction programs are only used if there is an element of formal evaluation included.

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COLORADO

Summary: In order to move from an Initial License to a Professional License, the applicant must complete an approved induction program. “It is a program provided by Colorado school districts, private schools, charter schools, BOCES or approved facilities and includes supervision by mentor teachers, ongoing professional development, ethics training, and performance evaluations. A school's principal or the district's personnel/human resources office can provide more information about their particular induction program.”

http://www.cde.state.co.us/cdeprof/Licensure_provtoprof_faq

DELAWARE

Summary: Evaluation is not used to renew license. It is only used to move from an initial license (which is non-renewable) to a continuing license (which is renewable).

<http://www.doe.k12.de.us/csa/dpasii/files/teachforms/DPASTeachFullGuidev3.pdf>

Delaware has had an evaluation system since 2007/2008. The component based on Student improvement was incorporated in 2012/13. The Delaware Framework for Teaching is aligned to the Delaware Professional Teaching Standards and is based on Charlotte Danielson’s book Enhancing Professional Practice: A Framework for Teaching (2nd Edition). This is the basis for the evaluation system, the Delaware Performance Appraisal system (DPAS-II). It has 2 purposes: quality assurance and professional growth. A teacher cannot move from an initial license (which is nonrenewable) to a continuing license if he/she has more than 1 unsatisfactory DPAS annual summative evaluation in a 2 year period. Performance on the DPAS-II system is not used as a criteria for renewing the continuing license.

DPAS-II includes the following components:

- Component 1: Planning and Preparation
- Component 2: The Classroom Environment
- Component 3: Instruction
- Component 4: Professional responsibilities
- Component 5: Student improvement.
 - Measure A – Based on student scores from the State Assessment in ELA and Math. These are not counted in the 2014-2015 evaluation.
 - Measure B – Section 1 – State-approved measures in ELA and/or Math (50% of component)
 - Measure B – Section 2 – One academic student measure (50% of component)
 - Measure C – Growth Goals are educator developed and DDOE-approved goals specific to content areas and job assignments. This is only used for educators who generally do not report student grades or do not instruct at least 10 students.
 - Measures B and C calculations are based on professional conversations between the administrator and educator during the fall and spring conferences. Administrators and educators will agree upon the measures used, the targets set on those measures, and

ratings based on actual versus target data. If agreement cannot be reached, administrators have final approval.

Components 1 through 4 are evaluated by a Credentialed Observer.

How do teachers view DPAS-II?

Summary: The teachers did not think the student improvement component could be judged fairly and equitably and did not think it was a good indicator of performance. The other components were viewed much more favorably. However, over half of the teachers reported that the student improvement component had some or a major impact on improving their teaching.

http://www.doe.k12.de.us/tleu_files/The_September_Set_2014v2.pdf

http://www.doe.k12.de.us/csa/dpasii/DPAS_II_Evaluation_20132014.pdf

In 2014, educators had the following views of the system:

- 64% of teachers gave DPAS-II a grade of C or better, 38% gave DPAS-II a grade of C
- Teachers were asked which components were good indicators of performance. The components and the share that thought it was a good indicator of performance follows:
 - Planning and Preparation – 68%
 - Classroom Environment – 71%
 - Instruction – 84%
 - Professional Responsibilities – 41%
 - Student Improvement – 29%
- Teachers were asked which components could be judged fairly and equitably. The share that either “Agreed” or “Strongly Agreed” for each component follows:
 - Planning and Preparation – 76%
 - Classroom Environment – 80%
 - Instruction – 82%
 - Professional Responsibilities – 74%
 - Student Improvement – 27%

Evaluation system as driver of student achievement gains:

- 61% of teachers and 67% of administrators agreed that the DPAS-II evaluation system was one of the top five drivers of student achievement in their school. This rate was higher among novice teachers with 69% of novice teachers rating the evaluation system as one of the top five drivers.
- 53% of teachers reported that the evaluation system had “some” or a “major” impact on improving their teaching. By component these percentages are:
 - Planning and Preparation – 64%
 - Classroom Environment – 61%
 - Instruction – 68%
 - Professional Responsibilities – 51%
 - Student Improvement – 56%

How well are Delaware's Educators retained in "High-Need" Schools?

http://www.doe.k12.de.us/tleu_files/The_July_Set_2014.pdf

Student Performance

http://www.doe.k12.de.us/assessment/files/2014_State_Summary_Narrative.pdf

GEORGIA

Summary: Evaluation is used to move beyond the Induction certificate to the Professional certificate and from the Professional certificate to the Advanced/Lead Professional certificate. A taskforce is currently working to revise the standard renewal requirements for certificates but these changes are not expected to take effect until 2018.

Tiered certification is not tied to compensation in Georgia. Georgia's evaluation system (TKES) is part of the law that created the statewide evaluation system. The law calls for use of this evaluation system beginning with the 2014-2015 school year.

The TKES Evaluation system has 3 components:

- Teacher Assessment on Performance Standards (TAPS) – “Provides evaluators with a qualitative, rubrics-based evaluation method by which they can measure teacher performance related to quality performance standards.

TAPS is a three-tiered approach, which defines the expectations for teacher performance consisting of 5 domains, 10 Performance Standards.

Performance standards refer to the major duties performed by a teacher. The five domains and associated standards are:

1. Planning
 - a. Professional Knowledge
 - b. Instructional Planning
2. Instructional Delivery
 - a. Instructional Strategies
 - b. Differentiated Instruction
3. Assessment of and for learning
 - a. Assessment Strategies
 - b. Assessment Uses
4. Learning Environment
 - a. Positive Learning Environment
 - b. Academically Challenging Environment
5. Professionalism and Communication
 - a. Professionalism
 - b. Communication

. . . . Performance Indicators provide examples of observable, tangible behaviors for each standard. The performance indicators are examples of the types of performance that will occur if a standard is being successfully met. While it is likely the evaluator will observe many of the indicators during an observation, the list of performance indicators is not exhaustive. . . .In addition, teachers shall be rates

using the performance appraisal rubrics. The performance rubric is a behavioral summary scale that guides evaluators in assessing *how well* a standard is performed. . . TAPS focuses on two data sources, observations and documentation. . . .

- The Surveys of Instructional Practice is the second component in the Teacher Keys Effectiveness System and shall provide a means for collecting student perception data. Student surveys shall be administered annually. . . .
- The third component of the Teacher Keys Effectiveness System is Student Growth which is comprised of a state adopted measure for teachers of tested subjects (Student Growth Percentile) and a state adopted measure for teachers of non-tested courses (Student Learning Objectives). . . . Student Growth Percentiles (SGPs) shall be used as the student growth component of the Teacher Effectiveness Measure (TEM) for teachers of tested subjects. SGPs describe a student's growth relative to his/her academically similar peers – other students with a similar prior achievement. . . . Teachers providing instruction in courses not subject to annual state assessments will receive growth measures derived from LEA developed DOE approved Student Learning Objectives. . . .

Teachers of record shall receive a Teacher Effectiveness Measure based on documentation and data from all three components of the TKES. Teachers shall receive one of the four rating levels that are designated as Exemplary, Proficient, Needs Development or Ineffective. The Teacher Effectiveness Measure is the annual evaluation.”

The above information was taken from:

<http://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Documents/FY15%20TKES%20and%20LKES%20Documents/TKES%20Handbook%20-%20FINAL%2010-15-14.pdf>

HAWAII

Summary: Teachers can use their most recent teacher evaluation and professional development plan from their employing educational institution to fulfill the standard of satisfying Hawaii's Teacher Performance Standards which is necessary for certificate renewal.

Specifically,

The following activities meet all ten of the Hawaii's Teacher Performance Standards:

- “The most recent teacher evaluation and professional development plan from the licensee's employing educational institution with a satisfactory rating in all areas if the evaluation instrument and professional development plan aligns with all ten of the Hawaii Teacher Performance Standards.”
- National Board Certification

There are also activities which meet each standard individually.

Hawaii's Educator Effective System (EES) was implemented statewide at the beginning of the 2013-2014 school year.

Teacher Experiences and Opinions Regarding EES

<http://www.hawaiipublicschools.org/DOE%20Forms/EES%20Survey%20Executive%20Summary.pdf>

INDIANA

Summary: Indiana requires educators to participate in a residency (formerly known as IMAP) program to move from an Initial Practitioner license to a Proficient Practitioner license.

"An individual with an IP license may renew that license twice upon application. If after the third IP license has been issued (second renewal), the license has still not completed the IMAP program that is required to obtain a five-year Proficient Practitioner license, then the license holder must complete a Professional Growth Plan (PGP) with a total of 90 points or take a Praxis II or Pearson IN Core Content Area exam to start the six-year IP cycle over. Coursework or professional development included in a PGP must have been completed since the issue date of the first IP license."

<http://www.doe.in.gov/licensing/renewing-indiana-educator-license>

The residency/IMAP program is a two-year period of mentorship. "The culmination of this mentorship program is the completion of a specific assessment piece. Year Two Teachers and School Service Personnel will complete the assessment piece with their Building Level Administrator, Principal, Supervisor or Director. A portfolio is no longer required."

<http://www.doe.in.gov/licensing/indiana-mentor-and-assessment-program-imap>

Role of the Mentor

In most schools, a mentor has been assigned to help a new teacher with day-to-day operations, classroom situations, curriculum issues, etc. The State no longer requires new teachers to have a mentor to complete their IMAP requirements. However, the beginning teacher MUST enroll in IMAP for the year to count toward his or her IMAP requirements.

Requirements for Year One IMAP Candidates - No end of the year documentation is needed. IMAP enrollment serves as proof the first year has been completed. The candidate must be enrolled in Year Two of IMAP at the beginning of the next school year.

<http://www.doe.in.gov/licensing/1st-year-teachers-administrators-and-school-service-personnel-school-counselors-school>

Requirements for Year Two IMAP Candidates - You will complete the appropriate IMAP Assessment Tool with your Principal/ Building Level Administrator/Supervisor/Director. A completion letter will be given to you by your Principal/ Building Level Administrator/Supervisor/Director. This completion letter must be submitted with the application materials to obtain the Proficient Practitioner License.

<http://www.doe.in.gov/licensing/2nd-year-teachers-administrators-and-school-service-personnel-school-counselors-school>

IMAP Assessment Tool for Year Two Teachers - In the past, IMAP Year Two Teachers had to complete a portfolio in order to satisfy their IMAP requirements. Though the portfolio concept had the best intentions, it was felt by former IMAP Teachers, Scorers, Mentors, Administrators and the Indiana Department of Education that the portfolio caused a great deal of stress, anxiety and took up a great deal of time and energy from the beginning educator. In addition, the results of the portfolio did not really establish whether new teachers were ready for their five year Proficient Practitioner license.

The attachment below is the replacement for the portfolio.

<http://www.doe.in.gov/licensing/imap-assessment-information-year-two-teachers>

Link to Assessment tool – <http://www.doe.in.gov/sites/default/files/licensing/imap-year-2-teacher.pdf>

The assessment tool includes the 10 different principles.

- Principle 1: The teacher understands the central concepts, tools of inquiry, and structures of the disciplines he/she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
- Principle 2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.
- Principle 3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
- Principle 4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
- Principle 5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- Principle 6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- Principle 7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals in a culturally responsive manner.
- Principle 8: The teacher understands and uses formal and informal assessment strategies to evaluation and ensure the continuous intellectual, social and physical development of the learner.
- Principle 9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
- Principle 10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

The educator is assessed as “Not Demonstrated”, “Developing”, “Progressing”, or “Proficient.” The assessor indicates how this assessment was evidenced by:

- Display of technology used
- Use of student learning teams
- Collaborate lesson planning

- Professional development
- Documentation of differentiated instruction
- Materials used to promote critical thinking and problem solving
- Lesson plans
- Test scores/data
- Other

Successful completion of IMAP requires that 8 out of the 10 principles be assessed at the “Proficient” level. If the educator does not meet “Proficient” in at least 8 principles, the educator can renew their IP license for another two years.

IOWA

Summary: To move from an Initial License to a Standard License, an educator must have two years of successful teaching experience in a public school in Iowa or three years in any combination of public, private, or out-of-state. The administrator verified that the educator meets or exceeds all Iowa Teaching Standards.

<http://www.boee.iowa.gov/forms/Convert10To15.pdf>

Iowa Teaching Standards:

1. Demonstrates ability to enhance academic performance and support for an implementation of the school district’s student achievement goals.
2. Demonstrates competence in content knowledge appropriate to the teaching position.
3. Demonstrates competence in planning and preparing for instruction.
4. Uses strategies to deliver instruction that meets the multiple learning needs of students.
5. Uses a variety of methods to monitor student learning.
6. Demonstrates competence in classroom management.
7. Engages in professional growth.
8. Fulfills professional responsibilities established by the school district.

<https://www.educateiowa.gov/sites/files/ed/documents/IowaTeachingStandardsAndCriteria.pdf>

https://www.educateiowa.gov/sites/files/ed/documents/0708_TQ_Model_Evidence_for_Iowa_Teaching_Standards.pdf

KENTUCKY

Summary: Kentucky requires all new educators and out-of-state educators with less than 2 years of successful teaching experience who are seeking initial certification in Kentucky to serve a 1 year internship. The teacher shall have supervision, assistance, and assessment during the internship. Successful completion shall be determined by a majority vote of the beginning teacher committee which is made up of 3 persons, a resource teacher, the school principal of the school where the internship is served, and a teacher educator appointed by a state-approved teacher training institution. The committee shall meet with the beginning teacher a minimum of 3 times per year for evaluation and recommendation. In addition, each member of the committee shall observe the beginning teacher in the classroom a minimum of 3 times per year. If the teacher’s first year performance is judged by the committee to be less than satisfactory, the teacher shall be provided with an opportunity to repeat the

internship one time. Upon successful completion of the beginning teacher program, the 1 year initial teaching certificate shall be extended for the remainder of the usual duration period.

<http://www.lrc.ky.gov/statutes/statute.aspx?id=3830>

LOUISIANA

Summary: Louisiana requires that “Candidates must successfully meet the standards of effectiveness for at least 3 years during the 5-year initial or renewal period pursuant to Bulletin 130 and mandated by Act 54 of LA 2010 Legislative Session” for both renewal and advancement from a Level 2 Certificate to a Level 3 Certificate. The superintendent or human resources director must verify that the teacher has completed 3 (or 5) years of successful local/district evaluations. The Personnel Evaluation Plans are local to the district.

<https://www.teachlouisiana.net/Prospect.aspx?PageID=501> (chapter 3)

“Personnel evaluation for teachers and administrators shall be composed of two parts. Fifty percent of the evaluation shall be composed of applicable measure(s) of growth in student learning. The remaining 50 percent shall be based upon a qualitative assessment of teacher or administrator performance.

1. For teacher, the 50 percent of the evaluation based upon growth in student learning shall measure the growth of their students according to a pre-determined assessment method, using the value-added model, where available, and alternate measures of student growth according to state guidelines, where value-added data are not available. For administrators, the 50 percent of the evaluation based upon growth in student learning shall incorporate a school-wide measure of growth.
2. The 50 percent of the evaluation that is based on a qualitative measure of teacher and administrator performance shall include a minimum of one formal, announced observation or site visit and at least one other information observation or site visit. This portion of the evaluation may include additional evaluative evidence, such as walk-through observation data and evaluation of written work products. “ Chapter 3 -
<http://www.louisianaschools.net/lde/uploads/19338.pdf>

MAINE

Summary: Educators in Maine need to obtain the recommendation of their Professional Learning Community Support System (PLCSS) to move from a Provisional to a Professional certificate, to move from a Professional to a Master Teacher certificate and to renew a Master Teacher certification.

From an email from Maine’s Department of Education:

Maine’s first full certificate issued once all course, test, and other requirements have been met is the two-year “Provisional” certificate. This is generally the tier under which most Maine teachers are hired. There are a few provisions that allow teachers coming in from other states to by-pass this one, though.

Once employed, teachers work with their employing Professional Learning Community Support System (PLCSS) to move through and demonstrate proficiency in Maine’s initial teaching standards. These 10 standards are based on the original InTASC standards. (They will

most likely be revised in the near future to more accurately reflect the revised InTASC standards/progressions.) This process is outlined in our rule Chapter 118, which may be found at this link: <http://www.maine.gov/sos/cec/rules/05/chaps05.htm>

Those who successfully complete this induction process will then be recommended by their local support system for the five-year “Professional” certificate. Most Maine teachers remain on this tier for their careers.

Composition of the Professional Learning Community Support System (PLCSS)

- (a) Each PLCSS shall include a majority of professionally certified educators, and may also include educational technicians (optional at the discretion of the SAU).
- (b) Each PLCSS shall include one administrator employed by the school unit. Administrators may not participate in discussions concerning candidates under their supervision.
- (c) A PLCSS may include members from outside the school system. Employees of the Department may assist the PLCSS in orientation and training but may not be members of any system except in unusual circumstances where a hardship may exist as determined by the Commissioner.
- (d) Members of a PLCSS must have at least three years of experience as educators and a majority must have completed at least one five year renewal cycle. Non educator members must have professional expertise appropriate to the PLCSS’s responsibilities.
- (e) PLCSS may not include school board members of that SAU.
- (f) All PLCSS members must complete Department of Education approved training (see 2.3 (m)) prior to participating in PLCSS decision-making This training is not the Mentor Training required of all assigned mentors and, shall be made available from the Maine Department of Education (although mentor training is available if desired).

(From Section 2.5 of Chapter 118 referenced above)

Professional Certification Action Plan (PCAP)

- (a) An initial Professional Certification Action Plan (PCAP) shall be prepared by candidate for a higher level of certification (conditional certificate holder; targeted need certificate; provisional-level to professional; professional-level to master) or one who seeks renewal of the master certificate. An action plan may be prepared by a teacher in connection with a transitional endorsement in the circumstances set forth in Chapter 115, Part I. The plan shall be developed by the candidate in consultation with the mentor or support team. The candidate action plan shall describe any general or particular standards for professional growth leading to competency required [section 5.2 and/or section 7.2] for the certificate and may specify additional professional, graduate or advanced study which the PLCSS or mentor believes is necessary for the candidate to receive a positive recommendation for certification or in connection with a transitional endorsement. The Initial Professional Certification Action Plan shall identify skills which need improvement and shall specify particular routes of improvement. The Professional Certification Action Plan for candidates seeking or renewing the master certificate shall include provisions for meeting renewal requirements for the professional certificate.

(b) Each initial Professional Certification Action Plan shall also include no fewer than three classroom observations annually by the assigned mentor for two years for conditional-certificate holders, targeted need certificate holders, and provisional certificate holders, and six observations of candidates for the master certificate and renewal of the master certificate. The first observation shall be for at least one period of instructional activity, preceded and followed by a conference with the candidate. All observations shall be done by persons trained in peer observation techniques in a Department of Education approved Mentor Training.

The plan shall be based upon an initial assessment of the candidate by the PLCSS and Maine's Initial Teacher Certification Standards or NBPTS leading to competency applicable to the specific certificate.

(From Section 3.1 of Chapter 118 referenced above)

INITIAL PROFESSIONAL TEACHER CERTIFICATE

PLCSS Recommendation

Using Maine's Initial Teacher Certification Standards in this section, PLCSS shall make a recommendation to the Commissioner regarding the eligibility of the candidate for issuance of an initial professional certificate. The PLCSS shall inform the local school unit superintendent of all certification recommendations.

The recommendation for the candidate shall be one of the following:

- (a) Recommendation that the professional certificate be issued if the candidate has satisfied the requirements for the certificate, completed a second year under a provisional, conditional, or targeted needs certificate, obtained the PLCSS recommendation for approval, and no other evidence is shown to be a proper basis for denial, a recommendation for issuance of the initial professional certificate shall be made to the Commissioner.
- (b) Recommendation that the professional certificate be issued if the candidate has satisfied the requirements to be "fast tracked" (see Chapter 115, Part I, Section 2.22) to the professional certificate, and has 2 years teaching experience, has obtained the PLCSS recommendation for approval, and no other evidence is shown to be a proper basis for denial, a recommendation for issuance of the initial professional certificate shall be made to the Commissioner.
- (c) Recommendation that the professional certificate be denied if the PLCSS determines that the candidate does not demonstrate eligibility for a professional certificate, the system shall forward a negative recommendation to the Commissioner. If the Commissioner is satisfied that the recommendation is correct and that the correct procedures were followed, the professional certificate shall be denied. This denial shall be deemed tentative for purposes of Chapter 119.
- (d) Recommendation that the provisional certificate be extended if the PLCSS determines that the candidate needs additional time under a provisional certificate or has only been employed in a Maine school unit for one school year under the provisional certificate, and/or failure to meet other criteria stated in the PLCSS's Plan the provisional certificate shall be extended.

(From Section 5.1 of Chapter 118 referenced above)

Maine's Initial Teacher Certification Standards

The following standards for professional growth leading to competency shall be the basis upon which a Professional Certification Action Plan is drafted, observations and needs assessments made, and recommendations adopted for purposes of professional level certification. The indicators accompanying each standard are meant to be used holistically to inform the assessment of the standard, each indicator need not be met:

Note: I excluded the indicators from this list. They are available in Section 5.2 of Chapter 118.

5.2.1 Demonstrates knowledge of the central concepts, tools of inquiry, and structures of the discipline(s) s/he teaches and can create learning experiences that make these aspects of subject matter meaningful to students.

5.2.2 Demonstrates the ability to integrate the concepts, tools of inquiry, and structures among the disciplines.

5.2.3 Demonstrates knowledge of the diverse ways in which students develop and learn by providing learning opportunities that support students' intellectual, physical, emotional, and social development.

5.2.4 Plans instruction based upon knowledge of subject matter, students, and curriculum goals.

5.2.5 Understands and uses a variety of instructional strategies and appropriate technologies.

5.2.6 Creates and maintains a classroom environment which supports and encourages learning.

5.2.7 Demonstrates the ability to support students' learning and well being by engaging students, home, school, colleagues, and community.

5.2.8 Understands and uses a variety of formal and informal assessment strategies to evaluate and support the development of the learner.

5.2.9 Demonstrates an awareness of and commitment to ethical and legal responsibilities of a teacher.

5.2.10 Demonstrates a strong professional ethic and a desire to contribute to the education profession.

(From Section 5.2 of Chapter 118 referenced above)

MARYLAND

Summary: Maryland requires employers of educators to verify that they were either "Satisfactory" or "Unsatisfactory" for issuance of a Standard Professional Certificate II and an Advanced Professional Certificate.

The directions on the form state "Performance ratings will be confidential and will be used only for determining eligibility for certification."

http://www.marylandpublicschools.org/MSDE/divisions/certification/certification_branch/certification_inf/apply/doc/Verification_of_Experience_07252014.pdf

MASSACHUSETTS

Summary: Massachusetts requires educator to complete a Mentor & Induction Program to move from an Initial License to a Professional License. Part of the program includes evaluation. Specifically,

- (1) Application. The Professional Standards for Teachers define the pedagogical and other professional knowledge and skills required of all teachers. These Standards are used by teacher preparation providers in preparing their candidates, by the Department in reviewing programs seeking state approval, and by the Department as the basis of performance assessments of candidates. Candidates shall demonstrate that they meet the Professional Standards by passing a performance assessment 1) in the practicum phase of preparation for the Initial license, 2) as part of the Performance Assessment Program option for earning the Professional license, and 3) as one option for relicensure during each five-year cycle after the Professional license is obtained. The Department will issue guidelines for each type of performance assessment to reflect differences in growth in professional knowledge and skills.

(Appendix A – the Standards are also listed in Appendix A)

<http://www.doe.mass.edu/educators/mentor/induct.pdf>

Districts develop their own induction programs.

MICHIGAN

Summary: Michigan has 3 levels of certification: provisional, professional, and advanced professional. To move from provisional to professional, a teacher must have 3 years of satisfactory teaching experience. This is verified by a form in which the superintendent fills out the dates, grades and subjects taught and rates the candidate as either “Successful” or “Unsuccessful”.

http://www.michigan.gov/documents/mde/WorkExperienceForm_2012_386545_7.pdf

To move from a professional to an advanced professional certificate, a teacher must have received 5 consecutive effective or highly effective ratings on the annual teacher evaluations in the most recent 5-year period. This evaluation requirement is in addition to a requirement that the applicant holds National Board Certification or has completed a teacher leader training or preparation program approved by the superintendent of public instruction.

Educator evaluations were implemented beginning in the 2010-2011 school year. The specific evaluation system used is determined at the local level. There are four effectiveness ratings: Ineffective, Minimally effective, Effective, and highly effective.

In 2012-2013, of the 770 districts who responded to a survey, 488 reported using either Charlotte Danielson’s “Enhancing Professional Practice for Performance of Teaching” or her “Framework for Teaching Proficiency Test Instrument (Teachscape)” as one of the primary tools for the observation of instructional practices. (Page 6).

http://michigan.gov/documents/mde/Educator_Evaluations_and_Effectiveness_Report_455793_7.pdf

Districts are required to use student growth and assessment in their evaluations. State assessments are the most widely used assessment at the elementary level (multiple assessments can be used so they are not necessarily the only assessment used) although there has been a decline in their use over the past

year. Also examined was the degree to which evaluations were based on student growth components. 69% of districts had at least 20% of the evaluation based on student growth.

The vast majority of teachers evaluated were either deemed “effective” (64.4%) or “highly effective” (32.6%). There was little correlation between the weight used for student growth and the share of teachers evaluated as “effective” or “highly effective.” One might have expected schools that placed more weight on student growth would see fewer teachers rated “effective” or “highly effective.” There were some inconsistencies in implementing the assessments (for instance, many districts used a single summative assessment such as the ACT which is not appropriate for measuring student growth).

Michigan also used regression analysis to examine the relationship between teachers’ characteristics and their effectiveness ratings. Below is their report of their findings:

It appears that a female teacher (holding all else equal) is more likely to receive a “highly effective” rating. The same appears to be true if the teacher is minority, if she or he has a longer district tenure, if she or he is professionally certified, if she or he holds a Master’s degree or higher, or if she or he has a full time assignment. ELA teachers and art teachers are more likely to receive higher ratings than elementary teachers in all subject areas, while teachers of mathematics, science, social science, special education, and world languages appear to have lower effectiveness ratings than elementary teachers. New teachers appear to get more of a boost from additional time in their district than experienced teachers do—this could suggest either that there is a substantial learning curve for new teachers or that the first several years are instrumental in determining who is “effective” and who is not. Similarly, older teachers are less likely to be rated “highly effective,” but experienced teachers who have taught in the same district for a number of years are more likely to be given a highly effective rating. In addition, teachers who hold a major in their certification area or who are in an area without a corresponding major appear to be less likely to be given a “highly effective” rating than teachers who are outside of their major. A likely explanation is that the teachers who teach outside of their major may be more effective to begin with—if a school has an area of need but lacks a teacher who is certified (or is endorsed) in that area, it is likely that they would fill that need with a more “effective” teacher, assuming that pedagogical skill may make up for a lack of specific content knowledge.

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Other resources:

http://michigan.gov/mde/0,1607,7-140-22709_57992---,00.html

http://www.michigan.gov/documents/mde/Facts_About_Teacher_Certification_In_Michigan_230612_7.pdf

MISSOURI

Summary: “Missouri’s initial certificate requires 2 years of mentoring, annual evaluation, one year of beginning teaching assistance, a professional development plan, and professional development for a total of 30 contact hours during the four years. Upon successful completion of the four years of

teaching and requirements, the educator may apply for the career continuous certification.” Current evaluation system only used for past year. Under the career continuous certification, educators are evaluated either every year, every other year, or every three years. The districts have the option of adopting or adapting the state model or developing their own for evaluating the educators in their system. This must be structured and operated based on the seven Essential Principles of Effective Evaluation.

Annual evaluations are required as part of the certification upgrade process. As a part of the local, board approved process for education evaluation, the local school district determines whether or not the educator has been successful. If they determine the educator has been successful, then the district will support the educator’s request to upgrade his/her certificate.

The Career Certificate is valid for 99 years. It cannot be revoked/rescinded due to negative evaluations. While this is the case with the certificate, it is, of course, not true of determinations made about continued or discontinued employment.

(email from Missouri)

<http://dese.mo.gov/educator-quality/certification/routes-certification>

<http://dese.mo.gov/sites/default/files/ProbationaryPeriod-July2013.pdf>

NEW JERSEY

Summary: New Jersey has a 3-step certification process for novice educators. New Jersey requires both mentoring and supervision and evaluation under its two-year provisional certificate. New Jersey uses the Provisional Teacher Program to offer support and supervision to novice teachers. After completion of the PTP, a teacher may be recommended for a standard certificate.

The PTP is essentially a mentoring program for novice teachers.

<http://education.state.nj.us/broadcasts/2013/AUG/20/10063/Provisional%20Teacher%20Program%20Information%202013-2014.pdf>

For licensing purposes, districts must complete two formative evaluations at intervals during the novice teacher’s provisional year. After novices have completed all Provisional Teacher Program requirements, principals complete a summative evaluation that includes a recommendation for a standard certificate. These evaluations are in addition to the evaluations that districts conduct as a part of their ongoing evaluations of teachers.

In June 2014, the New Jersey State Board of Education adopted new regulations regarding teacher preparation. Included in those regulations is a requirement for completion of a performance-based assessment for certification for candidates graduating after September 1, 2016. The Department expects to determine the list of approved instruments for assessment by early 2015.

http://www.state.nj.us/education/genfo/faq/faq_rpr.shtml#Preparation

NEW MEXICO

Summary: Professional Development Dossiers (PDDs) are used to move from Level 1 Provisional to Level 2 and from Level 2 to Level 3A. PDDs are not needed for renewal. However, Professional Development Plans (PDP) are developed each year and the principal will evaluate the teacher's performance based on the PDP each year. The superintendent must verify that you meet the competencies and indicators for your level of license and recommend that your license be renewed. Compensation is tied to the tier of the license.

The 3-Tiered Licensure System was signed into law in April 2003. Beginning July 1, 2004, teachers needed to demonstrate that they met increased competencies for the next licensure level by submitting a Professional Development Dossier.

The PDD is documentation from the most recent three-year period and must include:

The Professional Development Dossier (PDD) is a focused, compact collection of documentation compiled by the teacher seeking licensure advancement with support from her/his school district. The PDD documentation is a collection of classroom data (lesson descriptions, handouts, student work, video and audio recordings, photos) with explanations of that data written by the teacher, accompanied by verification and recommendation by the district superintendent. No one part of the PDD serves to fully represent a teacher's work, but the entire PDD is intended to provide evidence to determine when a teacher is qualified to advance to a higher level of licensure.

The PDD is organized into five strands. These five strands are aligned with the NM Teacher Competencies and are designed to help teachers document their teaching for reviewers from outside their school and district. The booklet, *Guidelines for the Preparation of the New Mexico Professional Development Dossier*, provides detailed instructions for preparing each strand and for submitting a completed PDD. The strands and the documentation required for each are outlined here:

(citation: <http://teachnm.org/programs/professional-development-dossier/pdd-overview.html>)

- Strand A: Evidence of Effective Teaching.
This includes:
 - Student achievement data – this will not use the state's standardized test scores unless the teacher chooses to use them.
 - Assessment techniques and procedures
 - Instructional plans and materials
 - Examples of student work and performance
 - Evidence of implementation of state curriculum standards
- Strand B: Evidence of Student Learning
 - Required evidence
 - Adaptations/modifications for diverse learners
 - Evidence of effective classroom management strategies and procedures
 - Classroom observation reports

- Evidence of communication with students and parents
 - Optional evidence
 - Student surveys
 - Electronic media recording of classroom activities with reflections/analysis
- Strand C: Evidence of Professional Learning
Must include at least one of the following:
 - Professional development activities associated with your annual professional development plan (PDP)
 - Evidence of collaborating with professional community
 - Parent surveys
 - Research publications
 - Professional presentations
 - Certification by the National Board for Professional Teaching Standards
- Strand D:
Moving from Level 1 to Level 2 - Proof of your successful participation in a mentoring program for at least one year
Moving from Level 2 to Level 3A – Verification of licensee leadership roles based on the nine teacher competencies and indicators for Level 3A teachers
- Strand E:
Moving from Level 1 to Level 2 - Copies of successful annual evaluations for your previous two years of teaching, your superintendent's recommendation for your licensure advancement, and your district's verification of the data submitted in your PDD
Moving from Level 2 to Level 3A –Verification that licensee satisfactorily demonstrates the essential competencies for the current level of licensure and is hereby recommended for advancement. Verification of Superintendent's recommendation for licensure advancement, and district's verification of the data submitted in licensee's PDD.

<http://teachnm.org/programs/3-tiered-licensure-system/3-tls-overview.html>

Strand A. Instruction (Competencies I, II and V)

Strand B. Student Learning (Competencies III, IV, VI and VII)

Strand C. Professional Learning (Competencies VIII and IX)

Strands A, B, and C will be represented by data from the teacher's classroom, explained and organized by the teacher to show how he or she meets the competencies.

Strand D. Verification (Strands A, B, and C will be reviewed only when accompanied by this verification.)

For Level I to II: Superintendent verifies: (1) participation in a district's formal mentorship program; (2) three years successful teaching experience at Level I; and (3) that the dossier is accurate and is the work of the teacher.

For Level II to Level III: 1) Superintendent verifies at least three years successful teaching experience at Level II, and (2) that the dossier is accurate and is the work of the teacher.

Strand E. Evaluation (All Competencies)

Superintendent makes recommendation for advancement, based on:

- Quality and completion of the candidate's professional development plan (PDP)
- Verification that measurable objectives were achieved
- Principal's annual observations of the candidate's classroom practice.

Review of Strands A, B, and C

The Instructional (A), Student Learning (B), and Professional Learning (C) Strands will be evaluated by two reviewers from outside a candidate's district. At least one of the external reviewers will have teaching experience in the same or similar subject area and at the same or similar grade level.

Each of these strands will be rated DOES NOT MEET, MEETS, or EXCEEDS the standard for the level to which the teacher has applied. Reviewers will be trained to ensure fair and reliable ratings, and the two reviewers will rate each strand independently. If both reviewers agree on a rating, that will be the final rating. When reviewers disagree, the final ratings will be determined as follows:

If one reviewer rates a strand MEETS and the other rates the same strand as EXCEEDS, the final rating will be MEETS.

If one reviewer rates a strand DOES NOT MEET, and the other rates the same strand EXCEEDS, the final rating will be MEETS.

If one reviewer rates a strand DOES NOT MEET, and the other rates the same strand MEETS, a third independent reviewer will rate the strand.

Licensure Advancement

Licensure advancement is awarded when the following criteria are met:

Superintendent provides verification for Strand D and recommends licensure advancement for Strand E

Strands A, B, and C are rated MEETS or EXCEEDS. Licensure advancement will not be awarded if any strand is rated DOES NOT MEET. Applicants for licensure advancement will receive credit for strands rated MEETS and may resubmit any strand rated DOES NOT MEET under conditions established in the rules.

(citation: <http://teachnm.org/programs/professional-development-dossier/pdd-overview.html>)

“Student performance within teacher licensure levels and between licensure levels suggests the local and state evaluation systems are not screening teachers for their effectiveness in the classroom. The difference in performance between teachers of each of the three levels is small. For example, 50

percent of students taught by level I teachers achieved a year's worth of growth in math in 2012, compared to 52 percent of students of level III teachers. Furthermore, each licensure level has high and low performing teachers; in 2012, nearly 30 percent of the lowest performing reading and math teachers in the state had a level III license. These teachers can maintain their level, including those grandfathered into the system, for the rest of their careers because the local evaluation and state license renewal process lacks factors for student achievement." (Page 5)

"The three-tiered system successfully retained teachers in New Mexico schools. A 2007 LFC, LESC, and OEA study found nearly 64 percent of teachers believed the three-tiered system helped with recruiting and retaining teachers. The study, which compared data from 2001 and 2007, found fewer teachers were leaving the profession within their first three years and fewer teachers overall were leaving to take positions in other states or outside the teaching profession." (page 25)

"A 2009 report from the Urban Institute states characteristics such as graduate education and experience are at best weak predictors of a teacher's contribution to student achievement." (page 36)

<http://www.nmlegis.gov/lcs/lfc/lfcdocs/perfaudit/Public%20Education%20Department%20%E2%80%93%20Promoting%20Effective%20Teaching%20in%20New%20Mexico.pdf>

NMTeach

Teacher Evaluation Framework –

Observation – 25%

Multiple Measures – 25%

Student Achievement Growth – 50%

35% will be based on the SBA or PED approved growth measures

15% will be based on other measures of student achievement growth

Using new evaluation system has led to more differentiation between teachers. Note that before NMTeach, the vast majority of teachers received the same ranking.

<http://ped.state.nm.us/ped/NMTeachDocs/Toolbox/Teacher%20Eval%20%20for%20Parents%20-%20Website%20%282%29.pdf>

Per a phone call with New Mexico licensure bureau, they will likely be incorporating NMTeach into their certification process in the future and moving away from the dossiers.

NORTH CAROLINA

Summary: North Carolina requires teachers with fewer than 3 years of appropriate teaching instruction to participate in a three year induction period with a formal orientation, mentor support, observations and evaluation prior to the recommendation for continuing (Standard 2) licensure.

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Year 1	<p>The beginning teacher:</p> <ul style="list-style-type: none"> ▪ is assigned a mentor ▪ is provided an orientation ▪ develops a Professional Development Plan ▪ completes any professional development required/prescribed by the LEA ▪ is observed at least four times culminating with a summative evaluation
Year 2	<p>The beginning teacher:</p> <ul style="list-style-type: none"> ▪ continues to have a mentor teacher ▪ updates the Professional Development Plan ▪ completes any professional development required/prescribed by the LEA ▪ is observed at least four times culminating with a summative evaluation
Year 3	<p>The beginning teacher:</p> <ul style="list-style-type: none"> ▪ continues to have a mentor teacher ▪ updates Professional Development Plan ▪ completes any professional development required/prescribed by the LEA ▪ is observed at least four times culminating with a summative evaluation

From Section 4.80 TCP-A-004 <http://www.ncpublicschools.org/educatoreffectiveness/materials/>

Section 4.60 Observations/Evaluations

In compliance with the Excellent Schools Act and subsequently GS 115C-333, each beginning teacher shall be observed at least three times annually by a qualified school administrator or a designee and at least once annually by a teacher, and shall be evaluated at least once annually by a qualified school administrator. Each observation must last for at least one continuous period of instructional time and must be followed by a post-conference. All persons who observe teachers must be appropriately trained. The required observations must be appropriately spaced throughout the school year. The Beginning Teacher Support Program Plan must specify the role of the beginning teacher's assigned mentor in the observations.

“Beginning teachers must be rated “Proficient” on all five North Carolina Professional Teaching Standards on the most recent Teacher Summary Rating Form in order to be eligible for the Standard Professional 2 License.” TCP-C004

NC Evaluation Manual

<http://www.ncpublicschools.org/docs/effectiveness-model/ncees/instruments/teach-eval-manual.pdf>

“Each beginning teacher is required to develop a Professional Development Plan in collaboration with his/her principal (or the principal's designee) and mentor teacher. The plan is to be based on the North Carolina Professional Teaching Standards, and must include goals, strategies, and assessment of the beginning teacher's progress in improving professional skills. In developing the plan, the beginning teacher, principal (or designee), and mentor teacher should begin with an assessment of the beginning

teacher's knowledge, dispositions, and performances. Throughout the year, formative assessment conferences should be held to reflect on the progress of the beginning teacher in meeting the goals established for professional growth. The plan should be updated on an annual basis, each year of the Beginning Teacher Support Program. Professional Development Plans will be audited as part of the Title II monitoring process."

Any teacher not recommended for conversion to a Standard Professional 2 license has the following options:

1. Appeal through NC State Board of Education committee
2. Unless the denial is based on reasons of conduct or character, the teacher may affiliate with an approved IHE teacher education program and complete a program of study to address identified deficiencies. The IHE must recommend the person for another Standard Professional 1 license.

North Carolina monitors evaluates how well each school implements the induction program.

NORTH DAKOTA

Summary: North Dakota requires two recommendations from your most recent supervisors in order to renew your license.

<http://www.nd.gov/espb/licensure/apply4.html>

OHIO

Summary: Ohio requires educators to attain Master Teacher status to move from a Professional Educator License to a Senior Professional Educator License. Educators must attain Master Teacher status or hold active National Board Certification to attain the Lead Professional Educator License. Failure to renew Master Teacher status will move educators from the Senior Professional Educator License or the Lead Professional Educator License back to the Professional Educator License.

Master Teacher status is achieved through the submission of an application with supporting evidence (a portfolio). That application is scored using a state-provided rubric by at least two members of the Master Teacher Committee.

Each district will assemble a Master Teacher Committee which will consist of at least 5 total members. The committee will consist of a majority of teachers. In future years, as Master Teachers are identified, teacher members of the committee will be Master Teachers.

(Page B1)

http://education.ohio.gov/getattachment/Topics/Teaching/Professional-Development/Master-Teacher/B_mtappprocess_RevMar17lskm.pdf.aspx

<http://education.ohio.gov/Topics/Teaching/Professional-Development/Master-Teacher>

PENNSYLVANIA

Summary: Evaluation is used to move from a Level I to a Level II certificate. A Level II certificate is good for 99 years. Administrators verify that the teacher had at least 6 semi-annual evaluations of

satisfactory (versus unsatisfactory) performance on the Level 1 certificate and they verify that the teacher completed the PDE induction program. Different school districts use different evaluation systems and different induction programs.

RHODE ISLAND

Summary: Evaluation is used both to move from initial certificate (which is not renewable) to professional educator certificate and from a professional educator certificate to an advanced educator certificate. It is also used to renew both the professional educator certificate and the advanced educator certificate.

Rhode Island has had an educator evaluation system as part of their certification since 2012-2013. In 2012-2013, four different teacher evaluation systems and 2 different building administrator evaluation systems were implemented. All the evaluation systems use multiple measures to determine overall educator effectiveness including an educator's impact on student learning. The measures of student learning are consistent across all of the systems.

It does seem there is one system for the state and other alternatives.

Rhode Island Model Teacher Evaluation & Support System

- 94.8% of teachers were rated effective or highly effective
- 3.7% were rated developing
- 0.5% were rated ineffective

"Fewer than half (41.9%) of teachers agreed that evaluations at their school are accurate reflections of effectiveness. The lack of confidence in the data is supported by feedback from two-thirds of building administrators (66.4%) who responded to an end-of-year survey that they had assigned a higher rating to a teacher than they believed was warranted. These results serve as a powerful reminder of the strong cultural forces that may make it uncomfortable for evaluators to assign honest ratings and the need for on-going training." (Page 4)

- 27.3% of teachers said an aspect of their teaching had improved as a result of working with their evaluator

Lessons from Year One: (Page 7)

- Local Ownership of the evaluation process and system is critical
- District-level training and support will help improve the quality of evaluations
- Districts should encourage a cultural shift by embracing the process of professional growth

http://www.ride.ri.gov/Portals/0/Uploads/Documents/Teachers-and-Administrators-Excellent-Educators/Educator-Evaluation/Education-Eval-Main-Page/2013_Evaluation_Data_External_Report.pdf

Information on developing student learning outcomes:

<http://www.ride.ri.gov/Portals/0/Uploads/Documents/Teachers-and-Administrators-Excellent-Educators/Educator-Evaluation/Student-Learning-Objectives/Indicators-of-a-Strong-SLO.pdf>

Certificate can be not renewed based on performance on state approved local educator evaluation system.

<http://www.ride.ri.gov/TeachersAdministrators/EducatorEvaluation/LEAImplementationGuidance.aspx>

SOUTH CAROLINA

Summary: In order to move from the initial license to a professional license, an educator must meet the ADEPT formal evaluation requirements. The local school district enters the results into a teacher's individual records.

"ADEPT is South Carolina's system for assisting, developing, and evaluating professional teaching."

<http://ed.sc.gov/agency/programs-services/50/>

"SAFE-T, the Summative ADEPT Formal Evaluation of Classroom-Based Teachers, is the ADEPT formal evaluation model that is being phased in across the state." It was implemented statewide in 2010-2011.

Although much of the ADEPT system focuses on capacity-building and continuous improvement (i.e., assisting and developing), the formal evaluation stage signals a dramatic shift in purpose. It is at this point that high-stakes, consequential decisions are made on the basis of teaching performance. To understand the importance of maintaining the integrity of the ADEPT formal evaluation process, consider the implications:

- Educators are required to successfully complete an ADEPT formal evaluation at the annual-contract level in order to (1) advance to a professional teaching certificate and (2) be eligible for employment at the continuing-contract level.
- Educators who fail two ADEPT formal evaluations while employed at the annual-contract level must have their teaching certificates suspended for a minimum of two years. These individuals must also complete a remediation plan developed by the South Carolina Department of Education before becoming eligible for certificate reinstatement.
- Educators' ADEPT formal evaluation results from their school districts are reported back to the respective institutions of higher education (IHEs) in South Carolina from which the educators received their teacher training. These evaluation results are used to rate IHEs and are reflected on each institution's Title II (IHE) report card

(Preface)

<http://ed.sc.gov/agency/programs-services/50/documents/SAFETGuideTeachersEvaluators.pdf>

SAFE-T must cover a minimum of 90 working days over the course of the academic year and must consist of two evaluation periods: a preliminary evaluation period and a final evaluation period. Each evaluation period must include the following procedures: (1) the collection of all required data, (2) the compilation of the dossier, (3) the independent reviews of the dossier by each evaluator, (4) the evaluators' consensus meeting, and (5) the conference with the teacher. The preliminary and final evaluation periods should be roughly equal in length, with each evaluation period covering approximately 45 working days.

(Page 1)

<http://ed.sc.gov/agency/programs-services/50/documents/SAFETGuideTeachersEvaluators.pdf>

Each SAFE-T evaluation team must consist of a minimum of two members. One evaluator must be a school- or district-level administrator or supervisor, and at least one evaluator must possess a knowledge of the content being taught by the teacher who is being formally evaluated.

A minimum of three evaluators is required for teachers who are scheduled to undergo a highly consequential formal evaluation. A highly consequential formal evaluation applies to teachers who are employed at the annual-contract level and who fall into either of the following categories: (1) any teacher who has failed his or her “annual-formal 1” evaluation and who is now undergoing an “annual-formal 2” evaluation, or (2) any teacher who is returning to the field following an ADEPT-related certificate suspension and is being given one final opportunity to successfully complete a formal evaluation. (Page 2)

<http://ed.sc.gov/agency/programs-services/50/documents/SAFETGuideTeachersEvaluators.pdf>

Measures of student achievement are not included in the evaluation. A dossier is compiled to document teacher’s performance.

<http://ed.sc.gov/agency/programs-services/50/documents/TeacherStandards.pdf>

TENNESSEE

Summary: “The Tennessee Department of Education strives to expand students’ access to effective educators. As part of this effort, the Department recommended changes to the current licensure system. On August 16, 2013, the Tennessee State Board of Education adopted the Department’s recommendations. The changes streamline license types, introduce more rigorous entry requirements, and connect licensure to performance data. Additionally, under the new policy, licensure renewal and advancement processes will become far less complex and cumbersome for the educator.

On January 31, 2014, the Tennessee State Board of Education voted to rescind parts of the new policy related to advancement and renewal criteria. We anticipate that the Board will approve new policy language in the near future. Updates will be posted as soon as they become available.

On June 30, 2014, the Tennessee State Board of Education voted to approve the first reading of a revised rule and policy regarding licensure. On July 25, 2014, the State Board of Education approved this rule and policy on second and final reading. The documents are posted below. Additional information about implementation will be provided soon. “

http://www.state.tn.us/education/licensing/policy_changes.shtml

Effective September 2015, the overall evaluation score from a Tennessee approved Evaluation model can be used for Professional Development Points needed for license renewal. For a Professional License, 60 PDPs are required. The PDPs earned for each level of overall score are:

- Overall score of 5 = 20 PDPs
- Overall score of 4 = 15 PDPs
- Overall score of 3 = 10 PDPs

During the 6 years of a Professional License, an educator who scores 3 or above each year has earned enough PDPs to renew.

UTAH

Summary: Utah requires all teachers with a Level 1-Basic License to complete the three-year Entry Years Enhancement (EYE) program in order to move up to a Level 2 – Professional License. The Level 1-Basic License is not renewable for educators who have 3 or more years of experience in Utah schools, however, the local education agency (LEA) may request a one-time, one-year extension at their discretion.

The EYE program requires participants to:

- Hold a Level 1 Utah Educator License and teach for three academic years
- Complete a professional portfolio
- Receive 2 professional evaluations per year for three years in a Utah LEA with a satisfactory final evaluation
- Achieve a score of 160 or better on one of the four PRAXIS II: PLT tests
- Work with a trained mentor for three years
- Complete any additional LEA requirements
- Have a cleared background/fingerprint check within one calendar year
- Receive a LEA approval for upgrade to Level 2
- Achieve NCLB HQ status in at least one licensure area, if qualified in any NCLB subject area.
- Complete the Ethics Review
- Complete a 2-hour, LEA-sponsored Suicide Prevention course

“WHAT IS A PROFESSIONAL PORTFOLIO?”

The EYE portfolio is a record of the Level 1 educator’s growth, represented through artifacts and reflections. The portfolio is prepared and submitted according to the guidelines of the employing LEA. The portfolio is evaluated by the employing LEA. The portfolio provides a professional record to guide future professional development and may serve as supportive evidence in future employment interviews. It provides introspection opportunities for the Level 1 educator as well as a conversation tool between the mentor and the Level 1 educator. Each LEA will design and evaluate its own EYE Portfolio requirements, using the following guidelines.

The portfolio should:

- Be based on the Utah Effective Teaching Standards
- Include teaching artifacts
- Include notations and reflections explaining the artifacts
- Be a vehicle for collaboration with the mentor
- Provide evidence of content knowledge and pedagogy

What are Professional Evaluations?

Utah LEAs are required to observe Level 1 educators and evaluate their teaching skills at least twice during each of the three EYE years. Observations and evaluation plans are developed by each LEA. It is

recommended that evaluations of EYE educators be linked to the requirements of the Utah Effective Teaching Standards.” (Page 5)

<http://www.schools.utah.gov/CURR/educatoreffectiveness/Entry-Years-Enhancement/EYEBrochure.aspx>

VERMONT

Summary: Vermont requires a recommendation from an educator’s current administrator to move from a Level I License to a Level II License. Specifically, the current administrator must complete a Transition Form.

“Once you have taught in Vermont for three years under a Level I license, you must move to a Level II license unless you are not recommended to move by your Principal. In this case, after the second Level I renewal cycle you must move. If you do not move to a Level II after the second Level I renewal cycle or if your administrator will not recommend you at that time, you will lose your endorsement. An endorsement lost in this way cannot be reinstated.” Page 9

http://education.vermont.gov/documents/EDU-Licensing_Renewal_Instructions.pdf

VIRGINIA (not included in list):

Summary: An advisor has to sign off on the educator’s individualized renewal plan in order to renew license.

http://www.doe.virginia.gov/teaching/licensure/renewal_glance.pdf

WASHINGTON:

Summary: Washington educators complete a ProTeach portfolio to move from a Residency Certificate to a Professional Certificate. A master’s degree is not required to complete the portfolio nor can it be used in lieu of the Portfolio. However, National Board for Professional Teaching Standards certification can be used in lieu of the Portfolio.

<http://www.k12.wa.us/certification/default.aspx>

The ProTeach portfolio will be scored by trained Washington educators. Each criterion will be scored on a 4-point rubric:

- NS – nonscorable
- 1 – Criterion not met
- 2 – Criterion partially met
- 3 – Criterion met
- 4 – Exceeds Criterion

The ProTeach portfolio measures 3 standards and 12 criteria.

1. The knowledge and skills for effective teaching that ensure student learning by:
 - a. using instructional strategies that make learning meaningful and show positive impact on student learning
 - b. using a variety of assessment strategies and data to monitor and improve instruction

- c. using appropriate classroom management principles, processes and practices to foster a safe, positive, student-focused learning environment
 - d. designing and/or adapting a challenging curriculum that is based on the diverse needs of each student
 - e. demonstrating cultural sensitivity/competence in teaching and in relationships with students, families and community members
 - f. integrating technology into instruction and assessment
 - g. informing, involving and collaborating with families and community members as partners in each student's educational process, including using information about student achievement and performance
2. The knowledge and skills for professional development by:
- a. evaluating the effects of his/her teaching through feedback and reflection
 - b. using professional standards and district criteria to assess professional performance and plan and implement appropriate growth activities
 - c. remaining current in subject area(s), theories, practice, research and ethical practice
3. Professional contributions to the improvement of the school, the community and the profession by:
- a. advocating for curriculum, instruction and learning environments that meet the diverse needs of each student
 - b. participating collaboratively in school improvement activities and contributing to collegial decision making

Entry	CRITERION											
	1a	1b	1c	1d	1e	1f	1g	2a	2b	2c	3a	3b
1 Professional Growth and Contributions: Measures analysis of and reflection on professional growth and its impact on student learning.									X	X	X	X
2 Building a Learning Community Measures description and analysis of the learning environment established in the single class or classroom			X		X		X					
3 Curriculum, Instruction and Assessment Measures analysis of and reflections on curriculum, instruction and assessment, as well as impact on the learning of 3 focus students.	X	X		X		X		X				

http://www.waproteach.org/overview/standards_criteria.html

WEST VIRGINIA:

Summary: The superintendent for whom the educator is employed or last taught must recommend the educator for converting from an Initial Professional Teaching Certificate to a Professional Teaching Certificate, to receive a Permanent Professional Teaching Certificate and for certificate renewal.

<http://apps.sos.wv.gov/adlaw/csr/readfile.aspx?DocId=26277&Format=PDF>